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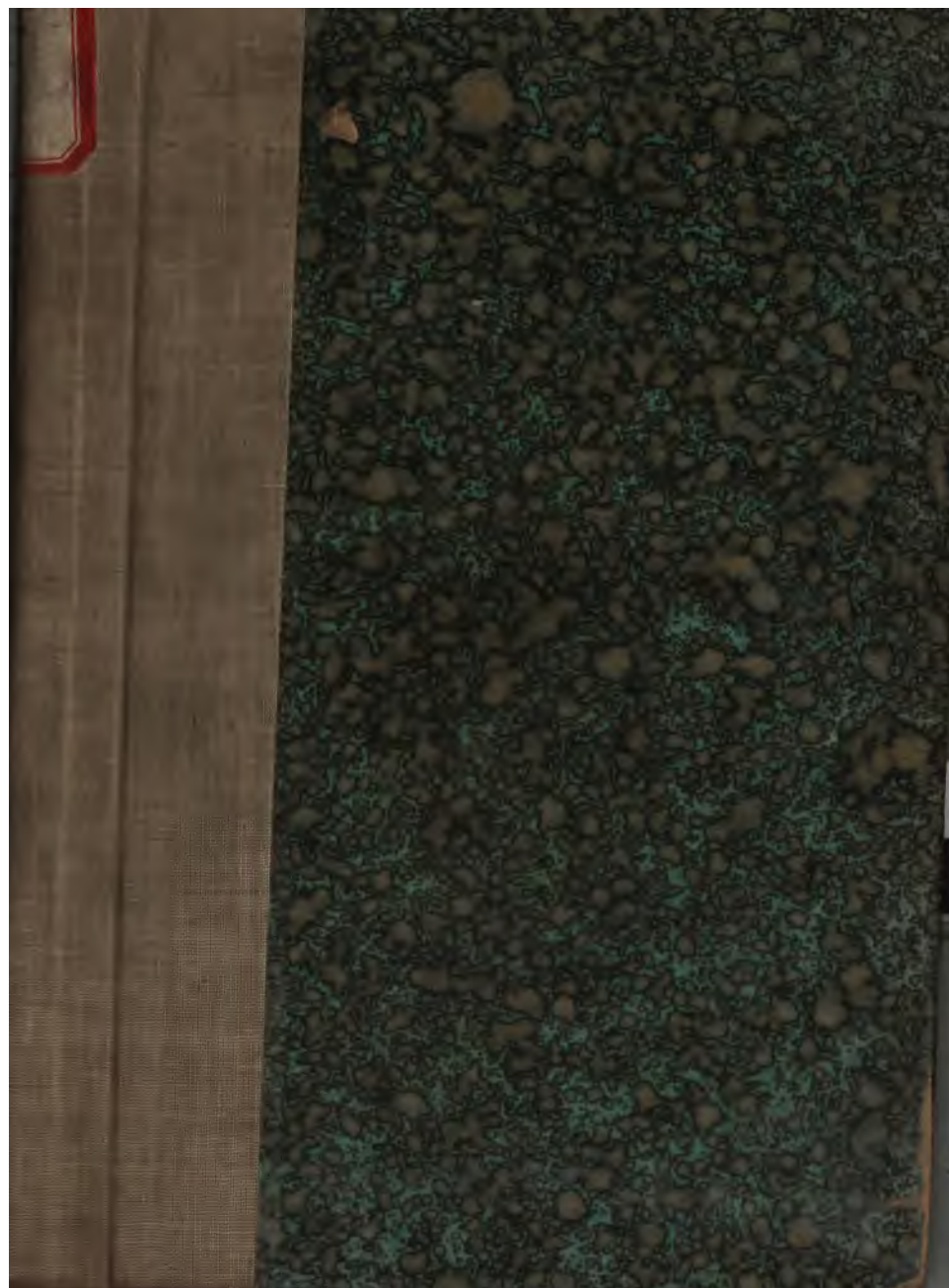
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FROM

*By Mail*

*8 Mar. 1899*



## Helps in School Discipline.



1. *Discipline as a Factor in the Work of the Schoolroom.* By JAMES PYLE WICKERSHAM. Leatherette, 16mo, pp. 68. 50 cts.

This address by the man so long State Superintendent of Pennsylvania is perhaps the best known and the most widely influential of all his writings. He divides his subject into four heads: (1) the discipline of force; (2) the discipline of tact; (3) the discipline of consequence; (4) the discipline of conscience. His treatment is forcible, happy, and helpful, and his illustrations of actual cases make the book entertaining as well as useful. For instance, he tells of a Maryland academy where a pig on which the principal prided himself, was placed deep in a hole which the boys had dug. The principal remarked that as the pig could not be got out he might as well be buried, and took some of the boys likely to have been concerned in the matter to the hole, provided them with shovels, and directed them to throw in dirt and bury the pig. But as fast as the dirt was thrown in the pig shook it off and trampled it under his feet, and as the hole began to fill up, the pig was still erect and seemingly without any notion of being buried. In went the dirt faster and faster, but up went the pig with it, until his white, fat back began to appear above the surface of the ground and the whole crowd, beginning to see the joke, broke into laughter and cheers, and the boys were convinced that they could not get the best of the master.

2. *The Philosophy of School Discipline.* By JOHN KENNEDY, Sup't of Schools, Batavia, N. Y. Paper, 16mo, pp. 23. 15 cts.

Clear and logical, and goes down to the very foundation.—*Utica Herald.*

3. *Boys as they are Made, and how to Remake them.* By FRANKLIN H. BRIGGS. Paper, 8vo, pp. 24. 25 cts.

Mr. Briggs is superintendent of the State Industrial school in Rochester, N. Y., and gives here the results of long experience in dealing with bad boys.

4. *Mothers and Sons, or Problems in the Home Training of Boys.* By E. LYTTLETON, headmaster of Haileybury College. Cloth, 12mo, pp. 171. \$1.00.

The author thinks that the end in view in education should be Christian manliness, and he talks simply and clearly on the questions of food, money, leaving home, choosing a profession, ideals, etc. It is a book by which teachers as well as parents may profit.

**C. W. BARDEEN, Publisher, Syracuse, N. Y.**





School Room Classics. No. 11

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## PRACTICAL SUGGESTIONS

—IN—

# SCHOOL GOVERNMENT

—BY—

*H. Penniman*  
JAMES H. PENNIMAN



SYRACUSE, N. Y.

C. W. BARDEEN, PUBLISHER.

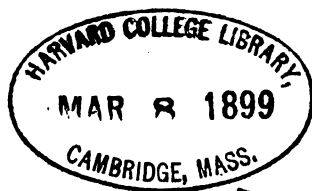
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By mail

## Practical Suggestions in School Government

While practical experience and a knowledge of the principles of pedagogy are of great value in the training of the teacher, it is doubtful whether a person with a nervous, and irritable disposition can ever be successful. The calm, magnetic temperament, the keen interest which makes the imparting of information a pleasure, the reserve of mental power that enables one to go through a long hard day with unwearied spirit and everlasting good nature—all these may be cultivated, but they cannot be created, and unless a teacher has begun his apprenticeship with a broad human sympathy for those under his charge, the sooner he stops trying to teach and goes into some other business, the better. There is no drudgery worse than the perfunctory work of a man who has no love for his pupils; but when they feel that their master takes a

kindly personal interest in them, and that they are fellow-workers with him in the attainment of a definite and worthy end, then the school atmosphere is a true inspiration, and school work ceases to be a task and becomes a pleasure.

That teachers sometimes fail while employing the best methods proves that good instruction depends on ability and temperament as well as on principles and methods. The man who was the most thoroughly versed in the theory of pedagogy of anyone I ever knew could not take charge of a class of usually well-behaved boys for ten minutes without disorder caused by his lack of tact, and nervousness. As some persons can handle a swarm of bees with no difficulty, while others irritate it without apparent cause, so some teachers can preserve perfect order with hardly any punishments, while others can accomplish nothing even with the most severe penalties.

The best discipline is obtained by a kind and sympathetic firmness, joined to a feeling of confidence which the pupils must be taught to feel in the absolute fair-minded-

ness of their teacher. This does not always mean that treatment which answers for one offence and for one pupil will do when the same offence is committed by another, but that each difficulty must be settled as it arises with justice guided by a knowledge of the springs of action which govern youth.

Never tolerate any open disorder, or try to teach when there is noise or confusion. Wait until you have secured quiet attention. The best way to maintain order is to keep all busy and interested. When an offence is not a very open one, and others are not disturbed by it, it is often well to call the pupil up for a word of quiet admonition after the class. Do not get into the habit of punishing for every trifling fault; a word of kind reproof, "I wouldn't do that, John," is sometimes more effective than punishment. Sympathy and good nature are most powerful factors in maintaining discipline, when they are combined with justice and firmness.

Exercise great judgment in what you tell your pupils to do, and do not give instructions that may lead to needless conflict of

authority; but, if you have told a scholar point blank to do a thing, have him do it, or leave the school. It is fatal to discipline to give an order and then allow it to be disregarded. As a skilful chess-player foresees the consequences of an intended move through a series of moves to follow, so a skilful teacher foresees the result of a given course of action and shapes his directions accordingly. Such a teacher will check incipient disorder before an ordinary observer would know that any existed. A thoughtless man, for instance, will seat two troublesome boys together, and then deluge them with demerit marks, when, by simply putting each next to a quiet boy, all trouble might be averted. Nervous children sometimes get into a hysterical state when punishment has no effect on them, or perhaps gives rise to increased disorder. The distinction between such a case and that of stubborn and wilful defiance of authority is very marked; the latter should be put down with a strong hand, while the overwrought hysterical child should be quieted, and allowed a little time to come to his senses.

The experienced teacher makes a sort of intuitive diagnosis, like the experienced physician and always considers the intention behind the action; a harmless trifle done with malicious intent is more reprehensible than considerable thoughtless disorder.

A bad effect is invariably produced by an attempt to punish when the teacher's knowledge of the facts is incomplete or inaccurate. A child's sense of justice is very keen, and he should be made to feel always that his teacher, while he may make mistakes, intends to do what is kind and fair and right. When this sense of justice has been outraged, as it frequently is by thoughtless teachers, the usefulness of the school is greatly impaired. Confidence in the just and kind dealing of the teacher is the foundation of school administration. Arbitrary punishment for an unknown cause is a form of tyranny against which intelligent children always rebel. Let your pupils always understand that at the proper time you are always ready to explain kindly and firmly the reasons for what you have done, but do not argue or discuss the propriety of your actions; and, unless in

the wrong, do not recede from your position. No one is infallible, but, except the commission of an act of injustice, nothing is worse for a teacher than to have to abandon before his class a position that he has deliberately assumed.

Do not encourage one pupil to tell tales of another. Some children are untruthful, but it is usually bad policy to charge a child with untruthfulness and always so when you are not absolutely sure that he is intentionally deceiving. Many a child has been startled into telling a lie when if he had been given a little time to think, he would have told the truth. Cultivate a high standard of truthfulness by all the means, direct and indirect, that you can.

The efficiency of school work depends largely on good ventilation. When the air in a room is bad, children become uneasy and hard to manage. Modern school buildings have ventilating shafts and open fireplaces, so that plenty of fresh air can be had without draughts; but in an old-fashioned room, where the children are seated with their backs to the light, it is not easy to get

fresh air without a draught on the back of the neck. The windows should be opened and the room filled with fresh air at recess, and, if necessary, the recitation should be occasionally stopped and the windows opened for a few moments. With tact and common sense this can be done without anyone's taking cold. When teacher and scholars are fresh and rested on Monday morning, all usually goes well; it is when both are tired out towards the close of a long day that trouble may occur.

Train your pupils to speak in sweet, distinct tones of voice, not too loud nor too low, and set the example yourself. Many children have harsh strident voices that almost make the listener shudder; by devoting special attention to such children, you will do them a life-long service. Children should not interrupt a pupil who is reciting to ask to be excused, but should wait until he has finished. Make your scholars enter and leave the room without distracting the attention of the rest, stepping lightly on the ball of the foot, not walking on tiptoe. Cheerful and thoughtful consideration of




the smaller rights of others, give an added charm to life, and are as useful as any other subjects that may be taught at school.

Do not allow your personal likes or dislikes to become apparent. Like the rest of mankind, teachers cannot help being attracted by honest, straightforward ways and by winning manners, while idleness and ill-nature are always repellent. But avoid all appearance of vindictiveness in punishing, and make the bad boy feel that, while you understand and condemn his fault, yet you are personally really fond of him. Be severe to the offence, but kind and just to the offender. Children never respect nor like a teacher who does not control them, and the strictest, not the fussiest, teachers are often the most popular. A kind-hearted teacher will refuse a request or inflict a severe punishment in a way that will inspire in his pupils respect and affection, while a weak, ill-natured man will arouse contempt even when granting a favor. The example of a teacher who is a gentleman is more valuable than his precept; and nowhere do the kindly qualities which Lord Chesterfield

called "the graces" shine to better advantage than in a schoolmaster.

Loud and boisterous laughter should not be permitted; but when something really amusing occurs let your scholars see that you enjoy it with them. In short, be human; the prim, narrow-minded old-fashioned pedagogue should be as much a thing of the past as the stage coach.

Ridicule, when used with skill and good humor, is a formidable weapon, and those who are unaffected by other punishment, are often keenly sensitive to it. If you can avoid ill-nature and are sure that the rest of the class side with you, ridicule may occasionally be resorted to with advantage. Do not forget either that everyone likes to be appreciated, and that a word of kindly praise for good work is more powerful than blame for bad. This does not mean that you are to overwhelm the best pupil with compliments; it is the poor struggling dull fellow who cannot do very well even at the best who will brighten up when a kind word shows him that, though defective, his effort has been noted and appreciated.



Genius in teaching is truly "infinite patience" and the wise teacher, when trouble occurs, will be quite as ready to ask himself, "What mistake have *I* made?" as to bewail the depravity of youth.

Much good may be done if, without being familiar, you can take an interest in things that are of moment to your scholars outside the line of school work. Boys and girls are not well-drilled puppets, though false educational notions sometimes make them appear so. Freed from the restraint of school, children show qualities and capabilities that the teacher will not imagine, unless he specially studies this not very get-at-able side of his pupils' character. Such side lights are of great value in school work. The dull, uninteresting pupil, who does not know the difference between Austria and Australia, or  $X^2$  and  $2X$ , viewed in the light of this outside observation often develops into a genius for natural history or music; the boy who forgets his exercises or brings them in imperfectly prepared may have home environment which makes it impossible for him to do better work. Five minutes

kindly talk with a lad before or after school about base-ball or stamp-collecting, or whatever his special fad may be, will frequently arouse an interest and enthusiasm in school work that no amount of keeping in or demerits could produce.

The faculty of explaining clearly is one which few people possess. I knew an intelligent parent who tried to explain to his by no means deficient offspring the principles of long division. The father knew all about the subject, but his language was not clear and he told too much at once. The result was that the lad became confused, and after half an hour's hard work the unhappy parent gave up the attempt with the belief that his boy was a dunce. Cases such as this are by no means unusual in school.

An experienced teacher once said to me, "I cannot get an idea into a boy's head unless I *think it into him*." When the teacher merely repeats directions in a parrot-like way, no result is produced; the mental process must be gone through in both minds. Young teachers usually talk

too much. Good teaching is not a monologue on the part of the teacher. In questioning, ask the question first, and then call the name of the pupil who is to answer it. If he has been inattentive and does not know the question, call on some one else; but be patient, and give the dull boy time to think before hurrying on to the bright one who has his hand up and knows all about it.

No problem in education more constantly confronts the teacher than that of preserving the proper balance between the bright and the dull members of a class, of providing work enough for the former without driving the latter to despair, and of keeping them both stimulated and alert. A lesson should always be looked over by the teacher before it is assigned to the class, and a few words of advice and explanation as to how it should be studied will do much to make the home work easier. Take great care not to teach over the heads of your pupils. The average child is much more ignorant than is generally supposed; his vocabulary is limited; any word that is at all unusual he must be expected not to understand; in fact, it is

sometimes well to go on the idea that children are ignorant of everything that they have not proved to you that they know.

Instruction must be given in very small doses. After a little of the subject has been explained, stop and find out whether your explanation has been understood. When the first step is mastered, go on with the next, then go back and have the pupils give both steps, and so on, a little at a time, continually reviewing from the beginning.

Children should be made to express their ideas in good English, and should be asked to define in their own language the more unusual words as they occur. A frequent mistake is defining one part of speech by another of kindred meaning, a noun by an adjective—malady means sick, for example. Like a motion to adjourn, the correction of bad English should always be in order whatever the subject under consideration may be.

The personal force of the individual is perhaps more strongly felt in teaching than in any other profession. All that a man is, all that culture and study have made him, concentrate themselves in his teaching, like

the sun's rays passing through a burning glass. Some teachers make the dullest subject blossom with interest, while others make the most interesting one dry and tiresome. While I was a student at Yale, I was instructed in two kindred subjects by professors who illustrated this difference. Both were men of great ability and profound scholarship, but one of them did not have the faculty of imparting his learning. While reciting to him, topics which seemed as clear as day in the text-book, became hopelessly obscured and surrounded with unimagined difficulties; the hour dragged wearily along while invisible hairs were being split and impossible distinctions were being noted. The recitation of the other was a continual delight; with his clear explanations the places became easy, the subject developed interesting features which were made practical by a wealth of apt and well put illustrations, and the end of the hour found professor and student alike unwilling to leave the recitation. The consequence is that one professor's instruction will be a life-long pleasure and inspiration,

while that of the other has long since been forgotten. One man was a teacher, the other was only a scholar.

In order to make your teaching useful and interesting, you must be growing mentally yourself; and this growth is to be cultivated in two ways, neither of which must be disregarded. First, by observation of your work and its results, and by intelligent thought about it. Keep constantly studying how the efficiency of your school may be increased, but do not make changes without being well assured that they are advisable. A teacher is always being discussed by pupils and parents; so if in a kind but dignified way you can let the reason for your acts be understood, it will give you more support at home and the efficiency of the school will be greatly increased by the cordial co-operation of the parents. You must not expect, however, to please everybody; and with parents who are unreasonable or dense, maintain your position politely but firmly. When a child hears his teacher criticised adversely by his parents, that teacher's use-



fulness is, as far as he is concerned, seriously impaired.

The second way in which mental growth may be cultivated is by reading and study. A teacher should be familiar with the trend of the best educational thought, as shown by the best books on pedagogics, by school reports and by educational journals. Others are confronted by the same problems that you are, and you will derive great benefit by learning how they have solved them. When you hear of a book that you think you ought to read, if you have not the time for it at present, make a note of it; by so doing, when vacation comes, you will not be at a loss what to do, but will have a valuable list which can be studied. One of the great advantages of the teacher's profession is the large amount of time on Saturdays and in vacation which may be devoted to study and self-improvement; and those who neglect such opportunities soon find that their places are filled by others who know more about the work. Never were teachers more interested in their profession, and never were skilled teachers more appreciated and

better paid than now; but on all sides it is also said that there are teachers who have spent years in work and have never tried to improve themselves, and the sentiment is strong that such teachers must, in the interest of good teaching, give way to others who have been willing to study. And while we devote attention to the study of books and journals on teaching, we should also not disregard the thoughts of the world's best minds on other subjects. Whatever refines and cultivates the teacher, benefits the school. The teaching of those who derive their highest mental inspiration from the last new novel can never reach a very elevated standard of excellence.







## DeGraft's School-Room Guide.



What there is in Prof. DeGraft's method of presentation that so reaches and holds the young teacher, it might be hard to say: but he has never had his equal as an institute instructor in the inspiration he gave; and superintendents everywhere agree that where other books are bought and put away, the "School-Room Guide" is bought and kept on the desk, for daily use. Some books are recommended because it is creditable to own them; this is recommended by those who know it *because it will help*. It is significant that this was one of the three books selected by the Examination Board of the State of New York as one of the three upon which all Uniform and State Examinations in Methods and School Economy should be based for the year 1895, and that it was unanimously readopted for 1896.

It is just what its name implies, a real *guide* to school-room work.—*Practical Teacher*.

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We cannot say too much in praise of this book. It contains just the very hints that the progressive teacher needs every day. We do not think that a teacher who loves his work and desires to excel can afford to do without DeGraft's Guide.—*N. C. Teacher*.

It is not a mere collection of rules and formulas to be followed implicitly and automatically by every teacher alike, but is rather a series of hints and suggestions well calculated to assist the teacher to think and desire new methods for himself or herself. It were well for our schools if this book were used by every teacher.—*Public Opinion*.

This volume is designed to be a *practical* one. It contains suggestions on every subject that comes usually within the work of the common school teacher. It discusses the various methods used in teaching the different subjects and presents what is thought to be the best. The plan used in treating any given subject is to give an introduction followed by several reasons, explicit directions as to what is to be done, cautions to be observed and results to be obtained. It is just such a manual as every teacher needs.—*Educational Journal of Va.*

Complete Index just added. 16mo, pp. 405. Manilla, 50 cts., Cloth, \$1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

## Page's Theory and Practice of Teaching

No other American book on teaching has so much claim as this one to be considered a classic. For nearly half a century it has been regarded almost universally as the one book the teacher would most profit by. A hundred thousand teachers have found help and inspiration from its pages.



It seems only just to the author to work so successful that his book should be printed just as he wrote it. There is past when commentators on Shakspeare. They may annotate, explain and conjecture, but they do not change the text as they find it, and print their observations in another type.

This book has been less fortunate. In different editions since Mr. Page's death, chapters have been added, details have been changed, passages have been entirely rewritten.

This volume goes back to the book that Mr. Page published, and follows word for word the text of the only edition he ever authorized. The times have changed and we in them, references to present conditions are given in the notes that follow, which will be found of great value in illustrating how different in many respects is the environment of the teacher now from what it was half a century ago, while yet the teacher's difficulties are largely the same, and his failure or his success depends upon the same fundamental principles. These notes are also in some part explanatory and historical, with portraits of Page, Mann, Colburn, Emerson, Carter, Wadsworth, and Olmsted. There are also a biography of Mr. Page and a full topical index for review.

In short this is so much the best edition issued, that even those who have already have another edition can afford to throw that aside and use this.

The following are among the commendations it has received:

"This work has so long been recognized as one of the great educational classics that comment here is unnecessary, except to say that the latest edition is especially well printed and has a fine full-page portrait of its great author.—*Art Education*."

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C. W. BARDEEN, Publisher, Syracuse

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